

# Transition Foundations: Effective Transition Planning for Improving Student Outcomes

OSSE  
Washington, DC  
December 3, 2009



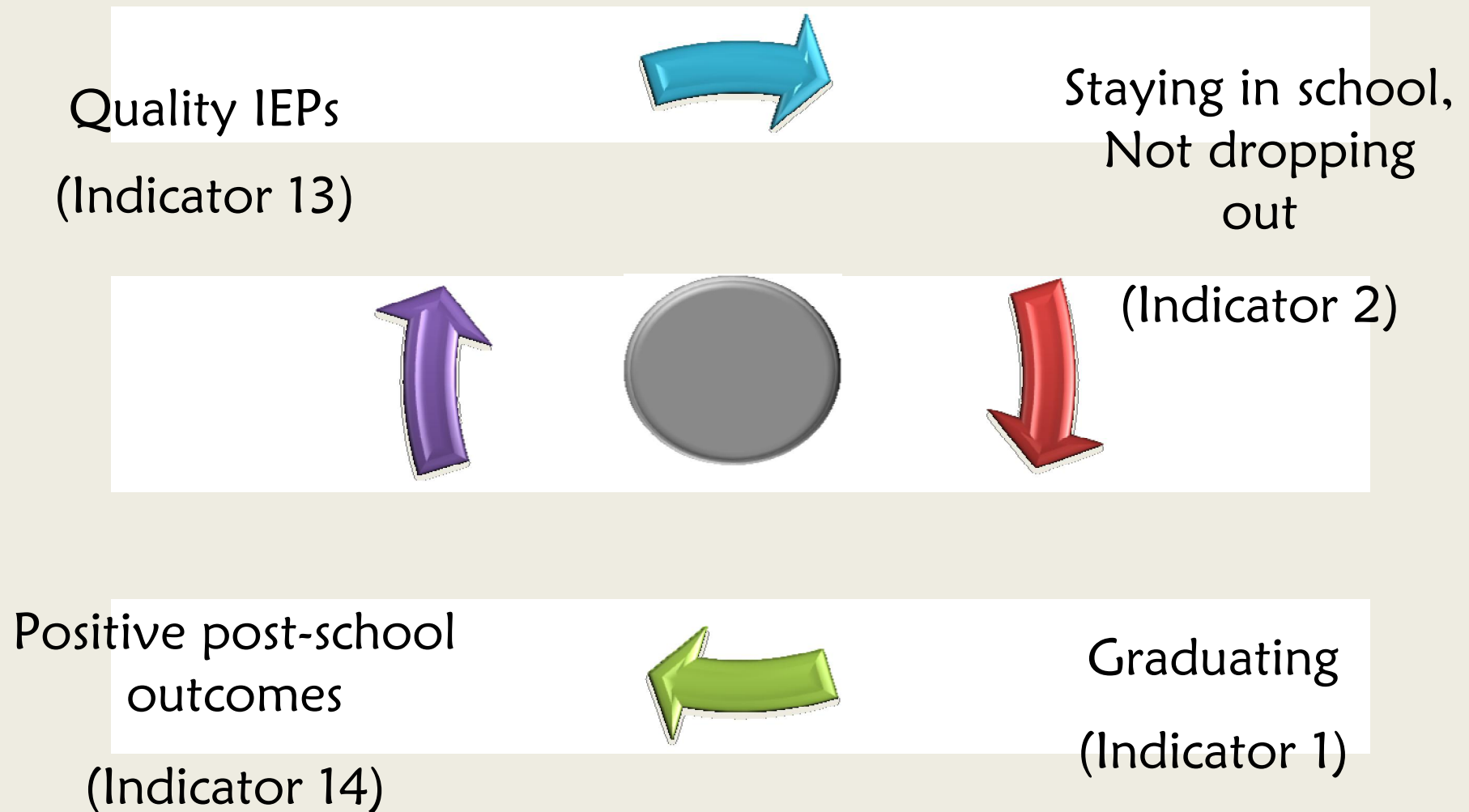
**National Secondary Transition  
Technical Assistance Center**



# Purpose

- ❖ To review the connection between post-school outcomes and effective transition planning
- ❖ To understand the legal and operational definition of transition
- ❖ To understand Kohler's Taxonomy as the framework for providing effective secondary transition services
- ❖ Components of Indicator 13

# A Critical Relationship



# National Longitudinal Transition Study 2:

Youth with disabilities ages 17 – 21 in 2005,  
out of school 1 mo – 4 yrs

## Postsecondary Education

- 45% enrolled
- 32% 2-yr colleges
- 14% 4-yr colleges
- 29% had completed program

## Employment

- 57% working
- 19% had informed employer of disability
- 3% received accommodation on the job
- 53% had quit their last job

# National Longitudinal Transition Study 2:

- **White** youth more likely employed than African American peers (80% v. 47%)
- **Males** more likely to work full-time than females (68% v. 35%)
- High school **completers** 3x more likely to have enrolled in PSE than noncompleters (51% v. 17%)
- **Noncompleters** more likely to be involved in criminal justice system



Newman, L., Wagner, M., Cameto, R., & Knokey, A.-M. (2009). *The Post-High School Outcomes of Youth with Disabilities up to 4 Years After High School. A Report of Findings from the National Longitudinal Transition Study-2*

# What Goes On In High School?

- ❖ School Attendance
- ❖ Academic Performance
- ❖ Suspensions
- ❖ Drop-Outs
- ❖ High School Completion
- ❖ Work-Study Employment



# What Happens After Graduation Without Effective Transition Planning?

- ❖ Unemployment/Underemployment
- ❖ Dependent living arrangements
- ❖ Limited recreational and leisure opportunities
- ❖ Limited access to postsecondary education
- ❖ Inadequate social engagement
- ❖ Dependence on governmental agencies/services



# Transition HAS Made a Difference!!!

- ❖ Almost all students are involved in some form of transition planning
- ❖ Greater emphasis on interagency collaboration
- ❖ Higher employment rates for 18 to 25 year olds
- ❖ Increased focus on self-determination
- ❖ Increase in academic course-taking
- ❖ Higher expectations and more accountability for post-school success
- ❖ Drop-out rates are lower

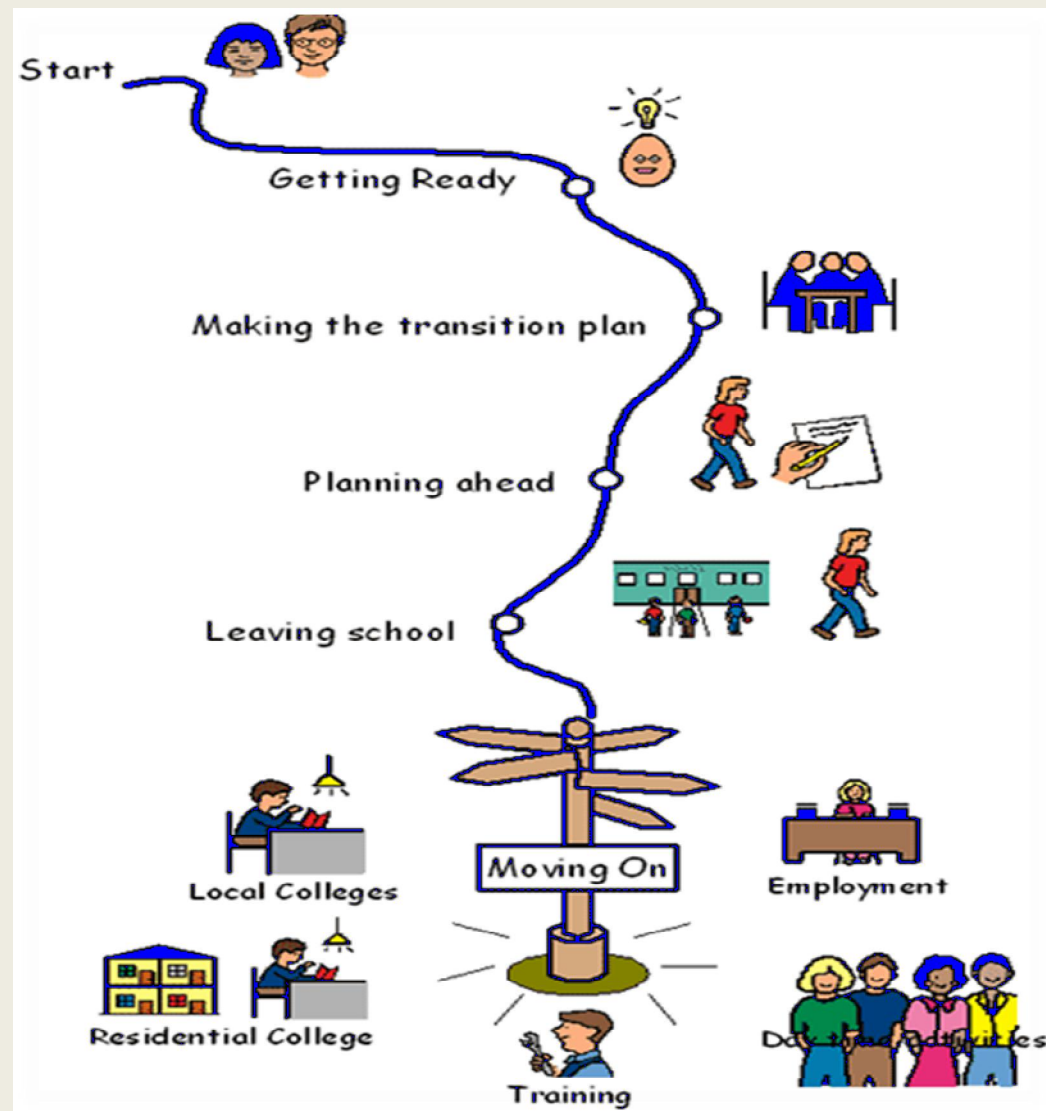




# Purpose of IDEA

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and *prepare them for further education, employment, and independent living*

# The Role of Transition Planning





# What is Transition?



A coordinated set of activities within a results-oriented process focused on improving the academic and functional achievement movement from school to post-school activities in education, training, employment, independent living, and/or community participation;

based on the individual's needs, strengths, preferences, and interests includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation (IDEA, 2004)



# IDEA 2004



Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals

# Who Is Involved?

**The Transition Planning Team must be a group of individuals composed of:**

- |   |   |
|---|---|
| • The Parent  | • The Student   |
| • Regular Education   | • Special Education   |
| • LEA Representative  | • Outside Agencies  |
| • Other personnel with knowledge of the child (e.g. related services) | • Individual who can interpret evaluation results (can be EC or Regular Educator) |

# What is Transition Planning?

- ❖ A cooperative partnership involving:
  - students, their families, school and post-school personnel, local community representatives, employers, friends, and neighbors
- ❖ Allows students to choose a living arrangement, obtain a career, develop independent and community living skills and access postsecondary education



# Barriers to Transition



- ❖ Lack of self-advocacy training – Youth
- ❖ Insufficient information about the Transition Process – Parents
- ❖ Insufficient vocational education and work-related experiences – Researchers
- ❖ Lack of transportation after high school to work or postsecondary school – Federal, state and local officials
- ❖ Absence of linkages between school systems and adult service providers – Teachers





# Kohler's Taxonomy for Transition Programming



- ❖ A framework for planning, organizing and evaluating transition education, services, and programs
- ❖ Views transition programming as the basis of all secondary education rather than as an additional activity or requirement
- ❖ Provides a “*Transition Perspective of Education*”

The  
**TAXONOMY**  
for  
**TRANSITION  
PROGRAMMING**

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graph TD; A["The TAXONOMY for TRANSITION PROGRAMMING"] --- B["Student-Focused Planning"]; A --- C["Family Involvement"]; A --- D["Program Structure"]; A --- E["Interagency Collaboration"]; A --- F["Student Development"]; B --- C; C --- D; D --- E; E --- F; F --- B;
```

**Student-Focused Planning**

- IEP Development
- Student Participation
- Planning Strategies

**Family Involvement**

- Family Training
- Family Involvement
- Family Empowerment

**Student Development**

- Life Skills Instruction
- Career & vocational Curricula
- Structured Work Experience
- Assessment
- Support Services

**Program Structure**

- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

**Interagency Collaboration**

- Collaborative Framework
- Collaborative Service Delivery

# Kohler's Taxonomy for Transition Programming

## ❖ Student-Focused Planning

- Includes practices in the areas of IEP development, student participation in planning, and planning strategies

## ❖ Student Development

- includes strategies in the areas of life skills instruction, career and vocational curricula, structured work experience, assessment, and support services

# Kohler's Taxonomy for Transition Programming

## ❖ Interagency Collaboration

- includes practices in the areas of collaborative frameworks and collaborative service delivery

## ❖ Family Involvement

- includes practices in family training, family involvement, and family empowerment

## ❖ Program Structure

- includes practices in program philosophy, policy and evaluation, strategic planning, resource allocation, and human resource development.

# A Transition-Rich IEP

Transition Assessment &  
Present Level of Achievement

Designated  
Responsibility

Measurable  
Postsecondary  
Goals

Annual  
Goals



Annual Activities and Services,  
including Course of Study





# Indicator 13



- Percent of youth with IEPs aged 16 and above with an IEP that includes *appropriate measurable postsecondary goals* that are *annually updated* and based upon an *age appropriate transition assessment, transition services*, including *courses of study*, that will reasonably enable the student to meet those postsecondary goals, and *annual IEP goals* related to the student's transition services needs.
- There also must be *evidence that the student was invited to the IEP Team meeting* where transition services are to be discussed and evidence that, if appropriate, *a representative of any participating agency was invited* to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

# Components of Indicator 13 Checklist

- Measurable postsecondary goals
- Measurable postsecondary goals updated annually
- Age-appropriate transition assessment
- Transition services
- Course of study
- Aligning annual IEP goals
- Evidence student was invited to IEP
- Evidence of coordination



## Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal or goals in this area?
2. Is (are) the postsecondary goal(s) updated annually?
3. Is there evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?



## Indicator 13 Checklist (cont.)



5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

# Writing Postsecondary Goals



# Postsecondary Goals

- Measurable = Countable
- Identifies an outcome, not a process
- One goal for each adult outcome area
- Adult Outcome Areas
  - Education or Training (required)
  - Employment (required)
  - Independent Living (when appropriate)

# Postsecondary Goal Questions

- ❖ Where is the student going to work or engage in productive activities after graduation?
- ❖ Where and how is the student going to continue to learn and/or develop skills after graduation?
- ❖ Where is the student going to live and how is he or she going to access adult services, participate in the community and have fun after graduation?

# A Helpful Formula

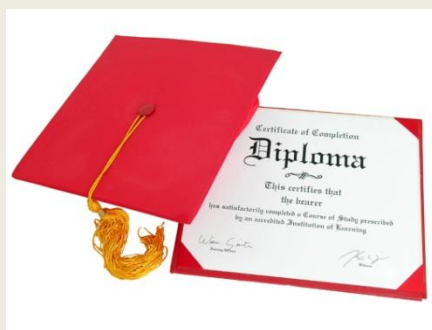
will

(After high school)  
(After graduation)  
(Upon completion of high school)

(The Student)

(Behavior)

(Where and how)



# Examples of Postsecondary Goals

## Education/Training:

- Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

## Employment:

- Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in the automotive repair industry.



# Examples of Postsecondary Goals

## Independent Living:

- After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others' safety.



# Updated Postsecondary Goals



# Updated Postsecondary Goals

- ❖ Is (are) the postsecondary goal(s) updated annually?

# Updated Postsecondary Goals

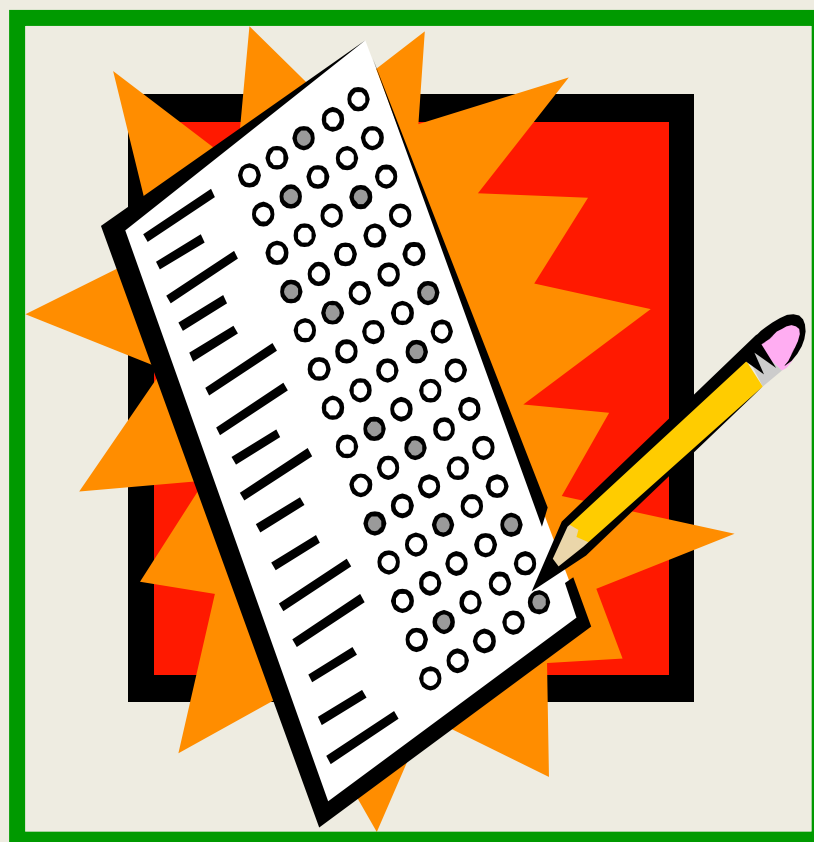
## Example:

- The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that “Lissette’s educational goals beyond high school were considered and updated based on transition assessment information in developing this IEP”

## Non-example:

- Postsecondary goals were evident, but PLAAFP indicates “Lissette passed her classes .” Further the assessment data documented in the IEP (formal and informal) are two and three years old

# Age-Appropriate Transition Assessment



# Transition Assessment Questions

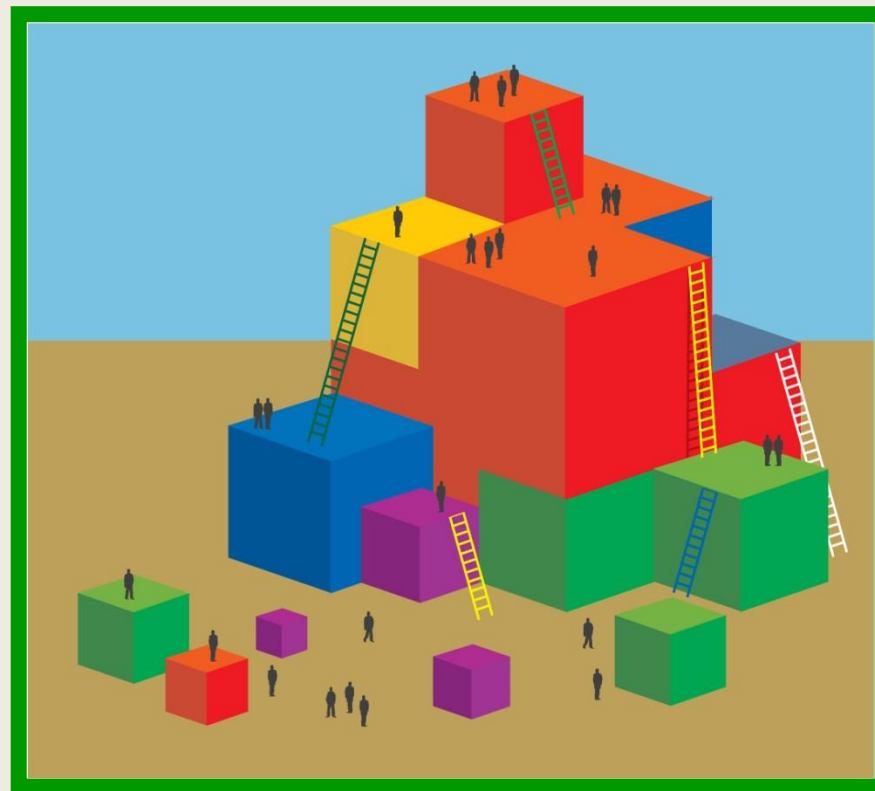
- ❖ Where is the individual presently?
  - ❖ Where is the individual going?
  - ❖ How do we get the individual there?
- (Colorado DPI, 2005)

# Jamarreo

- According to the WAIS-R administered on 09/10/09, Jamarreo's performance IQ is in the high average range while his Verbal IQ is in the low average range.
- An audiological report was completed as part of the three year reevaluation.
- Jamarreo reported to his special education case manager on 3/22/06 during an informal interview that he has worked part-time in his uncle's metal shop for the past year and is interested in welding as a career.



# Transition Services



# Transition Services

- Should focus on academic and functional achievement to facilitate movement from school to post-school life
- For each postsecondary goal, transition services can include:
  - Instruction
  - Related Services
  - Community Experience
  - Development of Employment and Post-School Objectives
  - Acquisition of Daily Living Skills
  - (if appropriate)
  - Functional Vocational Evaluation (if appropriate)

## Transition Service Questions

- ❖ What experiences must the student participate in this academic year that are necessary for achieving the identified post-secondary goals?
- ❖ What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their post-secondary goals?
- ❖ Do we know enough about this student's vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?

## Education/training:

- Social skills training
- Instruction related to on the job safety
- Self-determination training
- Instruction related to safety in the workplace
- Instruction related to workplace social behavior

## Employment:

- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid)

# Course of Study



# Course of Study Aligned with Post-Secondary Goals

- ❖ A multi-year description of coursework to achieve the student's desired post-school goals from the student's current to anticipated exit year

(Storms, O'Leary, & Williams, 2000)

## Course of Study Questions

- ❖ Is a course of study already identified for this student?
- ❖ Is this course of study aligned with the student's post-secondary goals?

# Jamarreo

Courses Jamarreo will take his final year of high school include:

- ✓ English IV (1 Credit)
- ✓ Mathematics, III (1 credit)
- ✓ Science (1 Credits)
- ✓ Demonstration of proficiency in state testing of computer skills
- ✓ Career/Technical (1 Credits)
- ✓ Electives (1 Credits)



# Aligning Annual IEP Goals





# Annual IEP Goals

- ❖ For each post-secondary goal, there must be an annual goal or goals included in the IEP that will help the student make progress towards the stated post-secondary goals.

# Annual IEP Goal Questions

- ❖ What skills and knowledge must the student attain this academic year that are necessary for achieving the identified post-secondary goals?
- ❖ What skills and knowledge does the student currently have that support their post-secondary goals?



## A Helpful Formula

Given condition (student) will (behavior) (criteria) (time frame)  
(teaching strategies)  
e.g., direct instruction  
modeling  
peer tutoring  
e.g., 3 out of 4 times (by June 09)  
80%

## Postsecondary Education/Training Goal:

- Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

## Annual IEP Goal:

- Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the IEP.

# Jamarreo

## Postsecondary Employment Goal:

- Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in the automotive repair industry

## Annual IEP Goal:

- Given direct instruction for completing a small business license application, guided practice, and personal information, Jamarreo will complete an application with 100% accuracy by the end of the 1<sup>st</sup> school semester.

## Postsecondary Independent Living Goal:

- After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others' safety

## Annual IEP Goal:

- Given computer/video enacted role-plays of legal and illegal activities, Jamarreo will categorize activities with 80% accuracy by March of 2009

# Invitation to Student





# Invitation to Student

- ❖ For the current year, is there evidence in the IEP or cumulative folder that the student was invited to attend the IEP team meeting?

# Invitation to Student

## Example:

- ❖ A letter, inviting the student to the IEP meeting, is in the student's file.

## Non-example:

- ❖ A box is checked indicating that the student did not attend the IEP meeting.
- ❖ While student attendance is not a component of this item, there is no indication in this documentation that the student was invited prior to the meeting.

# Evidence of Coordination



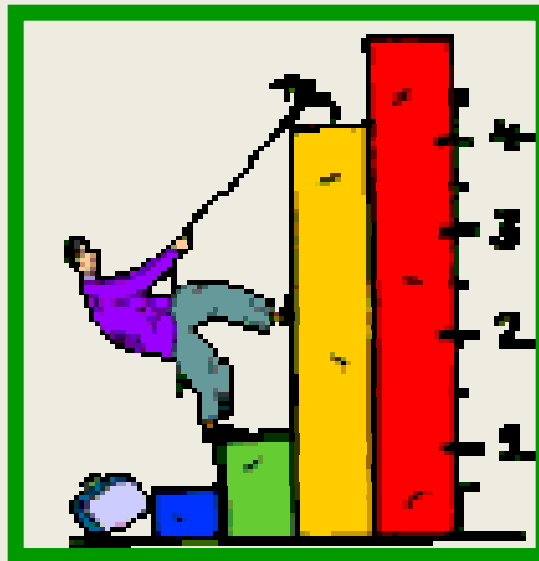
# Evidence of Agency Coordination

- ❖ Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency?
- ❖ If so, include:
  - Agencies identified that would provide or pay for post-secondary services
  - Evidence of parent consent (or student consent at age of majority) to invite agencies
  - Evidence that agencies were invited to the IEP meeting

# Jamarreo

- A consent form signed by Jamarreo, who is 19, indicating that the LEA may contact Central Piedmont Community College
- An invitation to conference in the file for a representative of the job training program at CPCC

# Let's Practice: Examples & Non-Examples of Measurable Postsecondary Goals



- After graduation from high school, Allison will attend a 4-year Liberal Arts College and take coursework leading to a major in the area of Child Development



### Example



This goal meets NSTTAC Indicator 13 (I-13) standards for item #1 for the following reasons:

- *Participation in postsecondary education is the focus of this goal.*
- *Obtaining a degree at a college can be observed, as Allison gets a degree or does not.*
- *Obtaining a college degree occurs after graduation from high school.*

- After leaving high school, Rolanda's family plans to apply for habilitative training through Medicaid Community Alternatives Program (CAP) services.



**NonExample**



These goals do not meet I-13 standards for Item #1 for the following reason:

- *“Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.*



- Allison wants to take a CPR/first aid class after high school.



**NonExample**



These goals do not meet I-13 standards for item #1 for the following reasons:

- *“wants” is not an observable goal*

# Employment

- After high school, Jodi will volunteer for 10 hours per week at the local hospital in the medical records department, food service department, and patient services with time limited supports of a job coach.



**Example**



*These goals meets I-13 standards for Item #1 for the following reasons:*

- *Participation in or maintenance of employment is the focus of these goals.*
- *Expectation, or behavior, is explicit, as in Jodi continues employment, or does not.*
- *It is stated in this goal that increased employment and use of adult services will occur after Jodi leaves high school.*

- Within three months after graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.



**Example**



These goals meets I-13 standards for Item #1 for the following reasons:

- *Participation in or maintenance of employment is the focus of these goals.*
- *Expectation, or behavior, is explicit, as in Kevin continues employment, or does not and Kevin accesses adult agency service (or does not).*
- *It is stated in this goal that increased employment and use of adult services will occur after Kevin leaves high school*

# Employment

- Alex will work with vocational rehabilitative services to ensure community employment.



**NonExample**



These goals do not meet I-13 standards for Item #1 for the following reasons:

- Working with VR is not measurable as stated.*
- The expectation for learning, or behavior, is not explicitly stated.*
- “Ensure community employment” suggests a process, not an outcome.*
- It is not clear that the activities will continue to occur, or will occur after high school.*

# Employment

- Paulo will be referred to Vocational Rehabilitation for assistance with job placement.



**NonExample**



These goals do not meet I-13 standards for Item #1 for the following reasons:

- *The expectation for learning, or behavior, is not explicitly stated.*
- *It is not clear that the activities will continue to occur, or will occur after high school.*
- *Activities as opposed to goals*

- Stephanie will look for an apartment to live in after high school.



**NonExample**

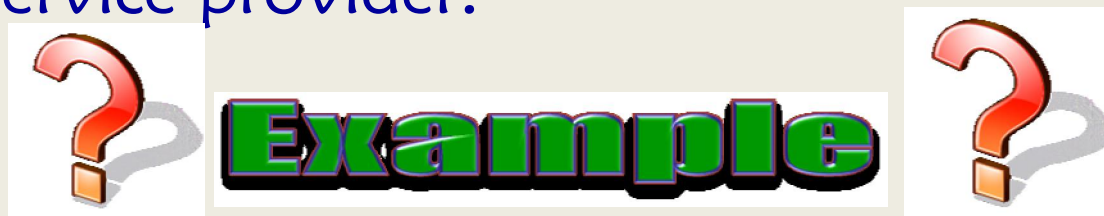


These goals do not meet I-13 standards for Item #1 for the following reasons:

- *Goal is not measurable as stated.*
- *Parental assistance is not a specific skill to be learned by Stephanie*
- *“Looking” for an apartment is not measurable*

# Independent Living

- After high school, Jodi will travel to and from work using the public transportation system with time-limited supports of a job coach or Community Alternative Program service provider.



*These goals meet I-13 standards for Item #1 for the following reasons:*

- *Participation in independent living skill development, specifically community participation, is the focus of this goal.*
- *Use of the bus can be measured, as in Jodi performs the necessary activities or does not perform the activities.*
- *The expectation, or behavior, is explicit, as in Jodi performs the required activities or she does not.*





**National Secondary Transition  
Technical Assistance Center**



Questions  
are  
guaranteed in  
life;  
Answers  
aren't.



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